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(through experiment) the relation of the transporting power to velocity, volume, and slope.

(b^3) Littoral Deposition. Material: Shore drift, detritus delivered by streams. Conditions of deposition determined by observation and experiment. Effect of fresh water, salt water, volume, and velocity. Manner of sorting and depositing. Land forms: Spit, bar, hook, wave-built terrace. Show pictures of these as formed in the Great Lakes. Use United States Engineer maps. Deltas: How made. Conditions necessary. Some important ones. Their effect. Sand Dunes: (not an essential feature, but often present.) Where formed. Process. Conditions necessary. Shape and height of dunes at Dune Park. Relation to the prevailing wind. Shape, size, and arrangement of material. Value of dunes to the coast. Migrating dunes.

(c) Bearing of these shore features on the location and development of Chicago. Other factors in the city's growth.

(d) Study of other shore lines. Their effect upon settlement, harbors, commerce, fishing, climate, vegetation, and naval power of country. Shore of New England. Shore of Virginia and South Carolina. Coast of England. Fiords of Norway. Use pictures from picture collection and stereopticon views.

READING FOR PUPILS.

Stories of Dunes in France and Holland, C. N. S. Leaflets, McIntyre; *Waters of the Ocean*, Geographical Readers, Albert; *Coast of England*, Geographical Reader, No. 2, Blackwood's; *This World of Ours*, Arnold-Forster; *Deltas, Coast of England*, Geographical Reader, Standard 3, Chambers; *North America*, Carpenter; *Geographical Reader*, King.

REFERENCES FOR TEACHERS.

Rocks and Rock Weathering, Merrill; *Geography of Chicago and Its Environs*, Geographical Society Bulletin, No. 1; *Common Minerals and Rocks*, Crosby; *Short History of Great Lakes*, Shaler; *Studies in Indiana Geography*, Dryer; *U. S. Geological Survey*, Fifth Annual Report, Vol. I.; *Geology of Wisconsin*, Chamberlain; *Geology of the Henry Mountains*, Gilbert; *Monographs of National Geographical Society, Shore Line Topography*, Gulliver; Vol. XXIV., No. 8, *Proceedings of American Academy of Arts and Sciences.*

History Lessons for Fourth Grade, Correlated with Study of Local Conditions

Clara I. Mitchell

General Subject—Building of a City.

1. Environment of our own life compared with that of a man of the Stone Age—(1) in a forest, (2) in a mountainous or hilly district, (3) on a plain, (4) near a body of water.

Influence of each kind of environment in determining methods of food-getting, clothing, protection, and social life.

2. Hunter's life as satisfying in the most primitive way man's need of food and clothing; illustrated by neolithic man of western Europe. Beginnings of industrial arts brought about by the activities of hunter life. (a) Chipping of stone for weapons. (b) Sewing of skins by means of bone needle. (c) Basket-weaving. (d) Invention of pottery.

Beginnings of science discovered and applied in: (a) Use of stone ax. (b) Invention of bow and arrow. (c) Observation of plant and animal life. (d) Knowledge of meteorological conditions. (e) Use of fire and cooking. (f) Use of trees, caves, caverns, rocks, and bodies of water as affording protection for dwellings. Beginnings of religion in nature worship.

3. Pastoral life. Illustrated by early Aryan tribes of Central Europe. Dependence upon animal food leading to domestication of animals and the life of herding. Dog, ox, sheep. Necessity for pasturage leading people from mountains to grassy plains. Possession of herds the beginning of property-holding. Necessity for the protection of property. Gathering of individuals into communities for mutual protection. Communal life. Families, clans, tribes.

Beginnings of building. Rude huts for habitation. Use of upright posts as supports and slanting roof for drainage. The walled village. Community life demanding the division of labor. Need of law in regulation of community life. Idea of leadership. Choice of leaders. Patriarchal form of government.

4. Village Life. Illustrated by ancient Lake Dwellers of Switzerland. Sufficient food-supply a security against enemies. Protected community life tending to develop the arts of peace. (a) Building of log huts on piles. (b) Agriculture, barley, wheat, fruit, flax. (c) Weaving. (d) Pottery.

Proximity to water leading to invention of boats, and skill in sailing. Boats and domesticated horses as opening ways of travel and bringing about contact with people. Exchange of commodities. Barter. Commerce the result of industrial productiveness and inventive skill. Importance of commerce as an agent in civilization shown by the use of metal and wool brought into the lake villages by exchange. Further division of labor demanded by metal-working, wood-culture, weaving and dyeing, and by commercial enterprise. Bronze age.

5. Early Iron Age. Illustrated by ancient Troy. Greater refinement of living as shown in: (a) Architecture, use of pillar, art in decoration. (b) Dress. (c) Armor, weapons, and implements. (d) Music. (e) Social intercourse. Development in religion expressed by the temples, tombs, and religious observances. Simple political relations. Priam the father, king, priest. Hector the military leader.

6. A further developed city of the Iron Age. Pictures and stories of Athens at the time of Pericles. Situation of Athens—harbor, mountains, plains. Complicated political relations the result of situation, division of labor, property-holding, differences in religion, and family. Story of the life of Solon and his service to his state. Story of the life of Pericles.

Pictures of Athens showing the acropolis, parthenon, propylæa, lyceum, gymnasiums, academy, town halls, harbor and ships.

Pictures showing architecture of ancient Rome; cities and buildings of the Middle Age; Rouen, Amiens, Cologne, Venice, Paris, Berlin, London, Chicago; early Chicago; excursions to Fort Sheridan, City Hall, Art Institute, Auditorium, Lake Front, South Water street, a railroad freight yard, and a newspaper printing-room.

Discussion as to the use and beauty of these things as children observe them.

Written composition will occur at various points in the course of the lessons as a help to discussion.

Lessons will take the form of oral or written discussion, drawing, painting, modeling, or making.

The beginnings of industries will be taught by means of constructive work in building, modeling, weaving, dyeing, sewing.

Objects to be made by the children: Models of caves, huts, villages, lake dwellings, pillars, and walls; woven baskets; looms; woven rugs; clay dishes; models of human types studied; costumes for these models.

Drawings and paintings will be made as records of field trips and observations.

Reference books: *Man Before Metals*, Joly; *Primitive Man*, Figuier; *The Story of Primitive Man*, Clodd; *Great Races of Mankind*, Ridpath; *Prehistoric Man and Beast*, Hutchinson; *Primitive Culture*, Tylor; *Prehistoric Times*, Lubbock; *Ilios*, Schliemann; Homer's *Iliad; History of Greece*, Curtius; *History of Greece*, Grote; *Aspasia*, Hammerton; *Plutarch's Lives; Encyclopedia Britannica.*

Mathematics

Gertrude Van Hoesen

First Grade

I. **Growth.**

MOTIVE: To aid the child in his endeavor to account for the changes in nature. In order to image clearly, definite measurement is necessary.

1. Measurement and comparison of heights of the children; *i. e.*, the children will use their own heights as standards of comparison in estimating the heights of objects surrounding them. They will cut strips of paper one inch wide and equal in length to their heights. They will thus acquire familiarity with the foot and inch as standards of measurement.

Questions: Will you measure just the same height a month from now? What makes you grow? What other things about you grow?

The children will discover the change in chest measurement caused by the inhalation and exhalation of breath. They will keep their